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ABSTRACT

This report evaluates programs of Chapter 1 and migrant education in the Austin Independent School District (AISD, Texas) during 1991-92. The program provided funding for supplementary reading and mathematics instruction to 28 elementary schools including discretionary funds for 16 designated high-priority schools due to the enrollment of 75 percent or more low-income students; funding for full-day kindergarten programs; and supplementary education program funding for one private school and seven institutions for neglected and delinquent youth. Results of program evaluation indicate: (1) student reading achievement gains for most grades were higher than those in 1990-91, with some achievement greater than a year's gain (in grade equivalents); (2) 38 percent of the students eligible for Chapter 1 in 1991-92 became ineligible for services in 1992-93 because they scored higher than the 30th percentile on the Reading Comprehension Test; (3) in comparing scores on the Texas Assessment of Academic Skills, Chapter 1 supplementary student scores were considerably lower at both grade 3 and grade 5 than AISD student levels but higher than other low achievers not served by Chapter 1; (4) all seven of the institutions for neglected or delinquent students met their Chapter 1 goals for the 1991-92 school year; (5) the number of Chapter 1 parents involved in Parent Advisory Council meetings and workshops 1991-92 increased from 1990-91 attendance; and (6) the number of Chapter 1 migrant parents involved in meetings and workshops decreased in 1991-92. This report also provides data on student demographics, program costs, and information on program activities. This report contains numerous charts and graphs. (LP)

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Chapter 1
Chapter 1 Migrant

Evaluation Findings
1991-92

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July 1992
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Chapter 1/Chapter 1 Migrant, 1991-92

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Authors: Catherine Christner, Theresa Thomas, Wanda Washington, Scarlett Douglas

Program Description

Chapter 1, a federally funded compensatory education program, provided funding to 28 AISD elementary schools with high concentrations of low income students. The focus of service is on low achieving students. Sixteen campuses had such a high concentration (75% or more) of disadvantaged students that they qualified to be Chapter 1 Schoolwide Projects. Fourteen of the 16 were Priority Schools. These schools used their Chapter 1 funds to lower the pupil teacher ratio. The other two schools, Andrews and Walnut Creek used their Chapter 1 funds to staff a Content Mastery Lab, to fund supplementary reading teachers, to fund an extended day program, and/or an extended staff development program. Additionally, Chapter 1 funded 10 other elementary campuses with supplementary reading teachers and computer labs. At 25 of the 28 Chapter 1-funded campuses, full-day prekindergarten classes were also funded. (For a more detailed description of Priority Schools and full-day prekindergarten, see ORE Publication Number 91.04). Additional services were offered at one private school and seven institutions for neglected or delinquent (N or D) students. There was also a parental involvement component.

Chapter 1 Migrant, which is also federally funded, provided compensatory reading services to migrant students via teachers, tutors, or computer labs at 11 AISD elementary and secondary campuses. A high priority was placed on dropout prevention activities, such as summer school. Students qualified for the program if their parents or guardians were migratory agricultural workers or fishers within the last six years. Low-achieving migrant students received service priority. There was also a parental involvement component.

Major Findings

In order to interpret the achievement gains presented below, please note that the average student gains 1.0 grade equivalent (one year) in an average program; a low-achieving student gains 0.8 grade equivalent (8 months) in an average program.

- Students at grades 3 and 5 served by the Supplementary Reading Program made greater than a year's gain (in grade equivalents) in their reading comprehension scores. Students served at grades 2 and 4 gained an average of 0.9. At grades 3, 4, and 5, the 1991-92 gains were higher than those in 1990-91.
- Low-achieving students at the Chapter 1 Schoolwide Project Priority Schools averaged greater than a year's gain in grades 2, 3, 5 and 6 in their reading comprehension scores. Grade 4 gains were 0.9. The low-achieving students averaged higher gains than did all students at these schools, across grade levels
- All students and low-achieving students at Walnut Creek improved or maintained strong GE gains in reading comprehension at grades 3, 4, and 5, and there was a decrease at grade 2. At Andrews, all students and low-achievers showed below-grade-level gains for grades 2, 3, and 4. At grade 5, students showed one year, one month gain.
- All ten Supplementary campuses and Andrews and Walnut Creek made the required Chapter 1 NCE gains in reading; no campus will be on a Chapter 1 Improvement Plan for 1992-93.
- At grades 3, 4, and 5, the reading gains of low-achieving students at the Priority Schools were more similar than they were different from the low-achieving students served through the Supplementary Program. At grade 2, the reading gains of low achievers were higher for the Priority Schools than were the gains of the Supplementary students.
- In comparing TAAS reading mastery of Chapter 1 supplementary students with that of AISD averages for all students and for AISD low achievers (less those served by Chapter 1 Supplementary), Chapter 1-served students mastery levels were considerably lower at both grade 3 (52% vs 81%) and grade 5 (20% vs 63%) than AISD levels, and higher than other low achievers—52% vs 42%, grade 3, and 20% vs 17%, grade 5.
- At Walnut Creek, the TAAS reading mastery for grades 3 and 5 for all students was slightly lower than AISD averages (72% vs 81%, 57% vs 63%). At Andrews, the TAAS mastery levels were around 20%age points lower than AISD (62% vs 81%, 40% vs 63%). If just the TAAS mastery levels of low-achieving students are examined, the mastery percentages were much smaller—at grade 3, Walnut Creek, 24%, and Andrews, 23% and at grade 5, Walnut Creek, 27%, and Andrews 9%.
- All seven of the institutions for neglected or delinquent students met their Chapter 1 goals for the 1991-92 school year.
- The number of Chapter 1 parents involved in the PAC meetings and workshops in 1991-92 increased from 1990-91 attendance (349 vs 345). The number of Chapter 1 Migrant parents involved decreased sharply from 95 in 1990-91 to 39 in 1991-92.
- Chapter 1 and Chapter 1 Migrant have both become more flexible in the services provided to their students. Chapter 1 has expanded from supplementary reading alone to more schoolwide projects, computer labs, staff development, summer schools, and other innovative programs, such as extended day. Schools have a much greater say in the programs offered at their campuses. Chapter 1 Migrant has moved from teachers alone to tutors, summer school, university programs, and other ways of keeping migrant students on track to graduation.

Budget Implications

Mandate:
Public Law 100-297

Fund Amount:
$5,611,048 (Chapter 1)
$ 310,077 (Chapter 1 Migrant)

Funding Source:
ECIA Chapter 1 and Chapter 1 Migrant

Implications
AISD has received the approved 1992-93 budgets of $6,161,627 for Chapter 1 and $233,815 for Chapter 1 Migrant. These evaluation results should be studied by program decision-makers to plan the most effective programs.

A copy of the full report for which this is the Executive Summary is available as Publication Number 91.03 from:
Austin Independent School District
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CHAPTER 1/CHAPTER 1 MIGRANT
1991-92 PROGRAM EFFECTIVENESS SUMMARY

CHAPTER 1 PROGRAM	GRADES	NUMBER SERVED	COST	*PROGRAM EFFECTIVENESS RATING
Schoolwide Projects	K-6	6,328	$1,787,173	+
Full-Day Pre-K	Pre-K	1,643	$1,181,636	
Supplementary Instruction	1-6	1,482	$785,538	+
Neglected or Delinquent	1-12	1,054	$75,498	+
Nonpublic School	1-7	22	$16,377	+
CHAPTER 1 MIGRANT	**GRADES**	**NUMBER SERVED**	**COST**	***PROGRAM EFFECTIVENESS RATING**
Supplementary Instruction	K-12	128	$144,002	+

* These ratings represent ORE staff opinions of effectiveness using the data available in this report.

Ratings:
+ = Positive effect
o = No changes or questionable effect
- = Negative effect
NA = Not applicable
BLANK = Unknown

- All costs are Chapter 1/Chapter 1 Migrant, over the regular District per pupil expenditure.
- For detailed cost figures for other program components that do not provide direct services to students, see data later in this report.

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CHAPTER 1/CHAPTER 1 MIGRANT

Open Letter to AISD

One of the key challenges that faces the Chapter 1 Program is how to mesh both accountability and school based decision making into an effective program. Campus staff are wanting and getting more say in what Chapter 1 Programs are implemented on their campus. At the same time districts are being held increasingly accountable at the state and federal level for achievement gains shown by Chapter 1 students--low achievers.

- Chapter 1 must reach and focus on low achievers.
- Ineffective programs, practices, or staff should not be allowed to continue.
- School based decision making should continue to be an integral part of Chapter 1 Programs.
- The District/campuses should be open to trying new ideas; but quick to discontinue programs or practices that have proven ineffective.

Although they have not always proven to be more effective in producing achievement gains, schoolwide projects offer the potential to see new and creative programs implemented that are specifically designed to meet the needs of students at that campus. More schoolwide projects need to get away from reducing the pupil teacher ratio (which has not proven consistently effective except at grades K and 1) at all grade levels and try other programs such as Reading Recovery, which has proven to be effective with low achievers.

After preparing this report and the Priority School report, these concerns come to mind:

- AISD low achievers are not doing well in mathematics. While the Supplementary Program does not focus on mathematics, the mathematics scores of these students are usually as low or lower than the students' reading scores. The achievement gains shown at the Priority Schools for low achievers from 1990-91 to 1991-92 are smaller in mathematics than they are in reading (for example in reading comprehension all 16 schools would not be on an improvement plan because of strong gains, while 11 of the 16 would be on plans for low mathematics concepts gains).

- TAAS improvement needs to be a continuing focus of the Chapter 1 Program. Especially at grade 5, low achievers are doing poorly on the TAAS. TAAS mastery of Chapter 1 students becomes even more important in 1992-93 due to an additional requirement that each Chapter 1 school's low achievers must average a 5% increase in TAAS mastery levels from the mastery levels of the previous year's low achievers.

- There is a great variation across Chapter 1 campuses in the achievement gains levels (ITBS/NAPT & TAAS) of Chapter 1 students. A decision to continue, modify, or discontinue programs and practices must be made separately for each campus depending on results. Successful achievement levels of Chapter 1 students must be the guiding force and the bottom line.

Finally, the Chapter 1 Migrant Program has greatly changed its shape (from 10 years ago) to better meet the needs of a widely dispersed and decreasing number of migrant students. It has become a student support system to keep students in school and on track to graduation. This may include tutoring, TAAS support, summer school, special programs, etc. The program has become more responsive to student needs.

PROGRAM DESCRIPTIONS

WHAT ARE THE COMPONENTS OF THE CHAPTER 1 PROGRAM?

In 1991-92, the Chapter 1 Program had the following components:

Supplementary Reading Instruction (1-6). Chapter 1 provided supplementary reading and language arts instruction for students with low achievement scores at 10 elementary schools with high concentrations of low-income families. Students were eligible for services at these campuses if they had a reading comprehension score for first graders at or below the 30th percentile on a standardized achievement test.

Schoolwide Projects (SWP) (Pre-K-6). When a school has a concentration of 75% or more low-income students, the school may become a schoolwide project. In a SWP all students are considered served by Chapter 1. Schools can use their Chapter 1 funds to reduce the overall pupil teacher ratio or they can fund schoolwide computer labs, staff development, extended day programs, or other options of their choice. Fourteen elementary schools in AISD qualified as Chapter 1 SWPs; two additional SWPs were fully funded by AISD. These 16 schools were designated Priority Schools by AISD and they also received financial support for other special services and personnel. Andrews and Walnut Creek became eligible for Chapter 1 SWP funding because of high concentrations of disadvantaged students on their campuses. They were designated as SWPs and received funding for teachers, aides, staff development, and extended day programs.

Full-Day Prekindergarten. Almost 21% of the Chapter 1 budget was allocated to the full-day prekindergarten program. The State of Texas funded half-day pre-K for at-risk four-year-olds (those who were identified as limited-English-proficient or low-income); Chapter 1 added money to create a full-day program at the 16 Priority Schools and the 10 Chapter 1 Supplementary schools.

Nonpublic School (Pre-K-5). St. Mary's Cathedral School was the only nonpublic school in Austin that provided Chapter 1 services. Supplementary reading and mathematics instruction was offered to low-achieving students in a computer-assisted instruction (CAI) laboratory.

Institutions for the Neglected or Delinquent Youth (K-12). The seven institutions for neglected or delinquent (N or D) youth which participated in the Chapter 1 program this year were Gardner House, Turman House, Mary Lee Foundation, Junior Helping Hand Home, Settlement Club Home, Spectrum Youth Shelter, and Travis County Youth Shelter. Children at these N or D institutions received compensatory reading and mathematic services in a variety of modes.

WHAT ARE THE COMPONENTS OF THE CHAPTER 1 MIGRANT PROGRAM?

In 1991-92, the Chapter 1 Migrant Program had the following components:

Reading Instruction (K-12). There were four elementary schools, three middle schools, and four high schools that had teachers and/or tutors who were fully or partially funded by the Migrant Program. The priority for service was on low-achieving students.

Migrant Student Record Transfer System (MSRTS). A National recordkeeping network, MSRTS files contain program eligibility and service information, medical records, and achievement data on all migrant children. AISD's MSRTS clerk maintained these records and assisted in efforts to keep migrant students enrolled in school.

WHAT COMPONENTS WERE COMMON TO THE CHAPTER 1 AND CHAPTER 1 MIGRANT PROGRAMS?

Parental Involvement. Each program employed two parental involvement representatives who visited students' homes, encouraged parents' participation in their children's education, conducted workshops, acted as liaisons with the schools, interpreted at conferences, organized Parent Advisory Council meetings and social events, and provided other follow-up services.

Evaluation. Both programs provided funds for the evaluation of the programs, completion of TEA reports, special testing, needs assessments, on-line student files, and other services as program needs indicated.

Coordination. Instructional coordinators and a Project Specialist worked directly with program staff to provide guidance, support, materials, and staff development. They also monitored and ensured compliance with federal regulations.

Administration. The Administrator for both programs was responsible for filing applications for funding, directing fiscal matters, and consulting with instructional staff on program planning and implementation.

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All programs reported herein are funded by the Educational Consolidation and Improvement Act. The Chapter 1 Programs, formerly called Title I Programs, were created to serve educationally disadvantaged students.

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Program Impact on Student Achievement

CHAPTER 1 SUPPLEMENTARY ACHIEVEMENT GAINS

WHAT READING ACHIEVEMENT GAINS DID CHAPTER 1 SUPPLEMENTARY READING INSTRUCTION STUDENTS MAKE?

For grade 2, the scores reported are on reading comprehension gains on the ITBS. For grades 3, 4, and 5 the gains calculations were done on pretest--ITBS and posttest--Normed-referenced Assessment Program for Texas (NAPT). Grades 3 and 5 students made very strong gains of 1.2 and 1.4 grade equivalents (GE), respectively. The average gain for average students is 1.0 or one year. At grades 2 and 4 the gains were lower than expected for average students--0.9. The gains made at grades 3, 4, and 5 were higher than 1990-91 levels while the gain at grade 2 was lower than 1990-91 levels.

FIGURE 1
MEAN READING COMPREHENSION GRADE EQUIVALENT GAINS
CHAPTER 1 SUPPLEMENTARY READING INSTRUCTION

Grade	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92		Met or Exceeded 1990-91 Levels
2	0.8	0.8	N/A	1.1	1.0	0.9	1.2	0.9	(N=157)	No
3	1.0	1.0	1.0	1.2	0.9	0.8	1.1	1.3	(N=143)	Yes
4	0.9	0.9	0.8	1.0	1.0	0.9	0.8	0.9	(N=144)	Yes
5	1.0	0.8	0.8	1.0	1.3	0.9	1.1	1.4	(N=159)	Yes
6	1.2	1.0	0.9	1.2	1.7	--	--	--	--	--

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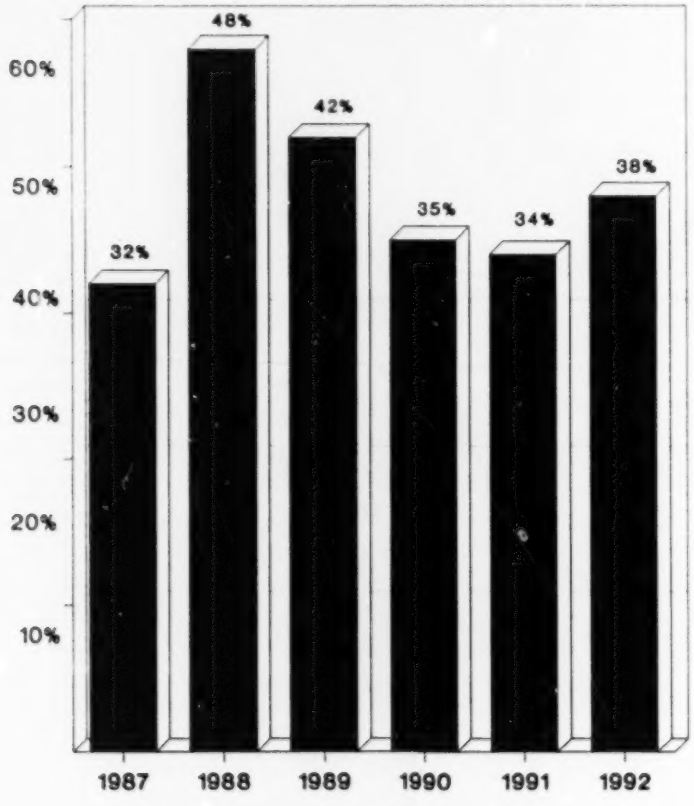
BASED ON THEIR 1992 ITBS SCORES, HOW MANY STUDENTS WILL HAVE EXITED CHAPTER 1 SUPPLEMENTARY FOR 1992-93?

Based on their spring ITBS scores, 38% of the students eligible for Chapter 1 Supplementary in 1991-92 became ineligible for service in 1992-93 because they scored higher than the 30th percentile on the Reading Comprehension Test. Last year, this figure was 34%.

FIGURE 2
PERCENT OF STUDENTS ELIGIBLE TO EXIT CHAPTER 1



CHAPTER 1 PRIORITY SCHOOL ACHIEVEMENT GAINS

WHAT READING ACHIEVEMENT GAINS DID THE CHAPTER 1 PRIORITY SCHOOLS MAKE?

The data for 1991-92, all students, and just low achievers (students who scored below the 30th %ile in reading comprehension), are presented for the 14 Chapter 1 Schoolwide Project Priority Schools (Winn and Norman did not qualify for the Chapter 1 Schoolwide Project criteria). Historical data for all students are also presented. It should be noted that the 1983-84 through 1986-87 gains reflect only two schools, while the 1987-88 gains are for 12 schools, and the 1990-91 gains are for 15 schools. In previous years the gains reported have been for all students, since all students in a Schoolwide Project are considered served by Chapter 1. This year the gains for just low achievers are reported, too, for comparison purposes.

FIGURE 3
MEAN READING COMPREHENSION GRADE EQUIVALENT GAINS SUMMARY
CHAPTER 1 SCHOOLWIDE PROJECT
(PRIORITY SCHOOLS ONLY)

Grade	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	All Students 1991-92	Met or Exceeded 1990-91 Levels	Low Achievers 1991-92
2	0.7	0.6	N/A	1.1	0.9	0.5	0.9	0.9	Yes	1.1
3	0.8	0.9	0.8	1.1	0.7	0.9	0.8	0.9	Yes	1.1
4	0.8	0.9	0.9	0.7	0.6	0.8	0.8	0.7	No	0.9
5	1.0	0.9	0.8	0.9	1.0	0.9	0.9	1.1	Yes	1.4
6	1.1	0.8	1.2	0.8	0.9	1.0	0.8	1.0	Yes	1.2

- The gains for all students were as good as or better than 1990-91 gains with grade 4 being the lowest and the gains at grades 5 and 6 being at least one year or more.
- Across all five grade levels reported, the low achievers averaged higher gains than all students.
- In four of the five grade levels, low achievers showed reading gains of more than one year with the gains at grades 5 and 6 being especially strong. Grade 4 had the lowest gains (0.9).

WHAT READING ACHIEVEMENT GAINS DID THE LOW ACHIEVING STUDENTS AT THE CHAPTER 1 SCHOOLWIDE PROJECTS OF ANDREWS AND WALNUT CREEK MAKE?

The data for grades 2 through 5 are presented in Figure 4. Data for each school are given separately. For comparison purposes, 1990-91 data for low achievers are included, as well as 1991-92 data for all students at each campus.

FIGURE 4
MEAN READING GE GAINS FOR ANDREWS AND WALNUT CREEK SCHOOLWIDE PROJECTS

	Walnut Creek			Andrews		
GRADE	Low Achievers 1991	Low Achievers 1992	All Students 1992	Low Achievers 1991	Low Achievers 1992	All Students 1992
2	1.0	0.8	0.9	0.9	0.8	0.7
3	0.2	1.0	1.0	1.1	0.9	0.9
4	0.9	1.1	1.0	0.7	0.7	0.3
5	1.2	1.2	1.2	0.8	1.1	1.1

Walnut Creek low achievers improved or maintained strong gains in grades 3, 4, and 5, and showed a decrease at grade 2. The gains of the low achievers in 1992 were very similar to those of all students. At Andrews, the low achievers and all students showed below-grade-level gains for grades 2, 3, and 4. At grade 5, students showed one year gains. For Andrews low achievers, the gains improved from 1990-91 levels only at grade 5, out of the 4 grades measured.

CHAPTER 1 SUPPLEMENTARY READING AND CHAPTER 1 SCHOOLWIDE PROJECT ACHIEVEMENT COMPARISONS

DID LOW-ACHIEVING STUDENTS SERVED BY CHAPTER 1 SUPPLEMENTARY READING INSTRUCTION DIFFER IN ACHIEVEMENT GAINS FROM LOW-ACHIEVING STUDENTS SERVED IN THE CHAPTER 1 PRIORITY SCHOOLS?

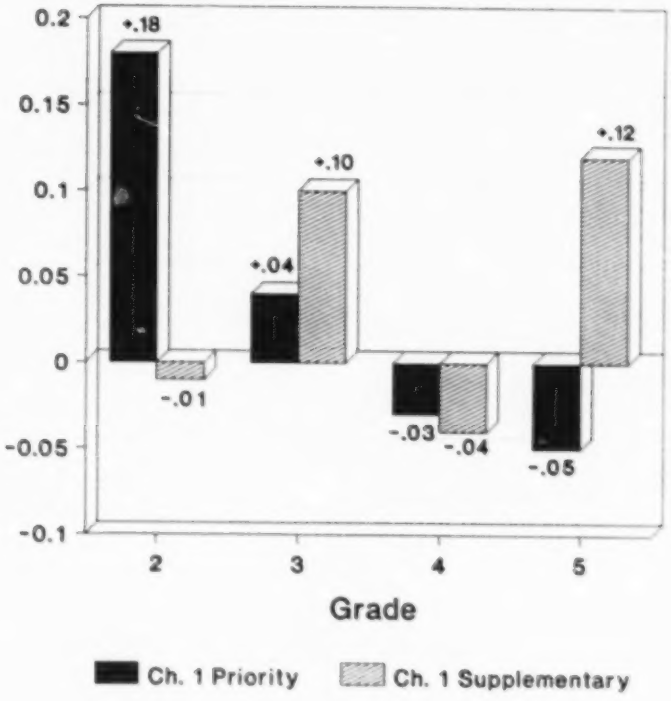
The ITBS Reading Comprehension scores of low-achieving students served by the Chapter 1 Supplementary Reading Instruction Component were compared with the scores of the low-achieving students at the 14 Chapter 1 Priority Schools. These analyses were run by grade on the Report of School Effectiveness (ROSE) residual scores of the two respective groups of students. The ROSE used regression analyses to statistically control for students' demographic characteristics and obtained predicted ITBS Reading Comprehension scores based on the performance of similar students districtwide. Using these demographic characteristics and the students' previous achievement levels, predicted achievement levels were generated. The difference between the actual achievement score and predicted achievement score was calculated for each student. The average difference (residual) was then

examined for designated groups to determine if the group performed higher or lower than expected. (See ORE Publication Letter 91.U for an explanation of the ROSE). Uncorrelated t-tests were used to test for statistical significance.

The results indicated that for grades 3, 4, and 5, the reading gains produced were not statistically significantly different. This means that low achievers in the two components made very similar reading comprehension gains. At grade 2 the differences were statistically significantly different, with low achievers at the Chapter 1 Priority Schools doing better in reading than their counterparts in the supplementary schools.

Overall, these results are similar to the results from these same analyses: in 1990-91 when at grades 2 - 5, the gains produced by the two components were not statistically different; in 1989-90 when at grades 2 - 6 the gains were not significantly different; and in 1988-89, when at grades 2, 3, 5, and 6 the gains were not significantly different.

FIGURE 5
ROSE RESIDUAL MEANS FOR CHAPTER 1 PRIORITY SCHOOLS AND CHAPTER 1 SUPPLEMENTARY SCHOOLS (LOW ACHIEVERS ONLY)



* Differences statistically different

DID CHAPTER 1 REQUIRED READING ACHIEVEMENT GAINS OCCUR FOR 1991-92?

Chapter 1 regulations require (since 1989-90) that each campus receiving Chapter 1 funds must show a positive normal curve equivalent (NCE) gain in the subject areas in which students are served. The scores are aggregated across grades 2 - 6. The size of the gain is established by each district. AISD set goals of 2.0 NCE gains in the basic skills area of reading (as measured by the ITBS/NAPT Reading Total); and a goal of 1.0 NCE gain in the advanced skills area of reading comprehension (as measured by the ITBS/NAPT Reading Comprehension). These gains only reflect the low achievers (students who had a 1991 ITBS Reading Comprehension score at or below the 30th %ile).

Figure 6 presents these data for the Chapter 1 Supplementary Reading campuses and the Schoolwide Project campuses of Andrews and Walnut Creek. These data for the Priority Schools are presented in Priority schools: The fifth year (ORE Publication Number 91.04).

FIGURE 6
MEAN NCE GAINS FOR CHAPTER 1 SUPPLEMENTARY AND ANDREWS AND WALNUT CREEK
1990-91, 1991-92
"Which campuses will be on a Chapter 1 Improvement Plan?"

	Reading Comprehension		Reading Total		
School	1990-91	1991-92	1990-91	1991-92	Comments
(Desired)	(1.0)	(1.0)	(2.0)	(2.0)	
Brown	1.9	5.5	1.4	2.3	Off plan
Dawson	6.3	6.3	2.8	4.8	No plan
Galindo	--	3.9	--	3.8	No plan
Harris	5.6	5.7	5.0	2.7	No plan
Houston	1.6	4.7	0.1	2.7	Off plan
Linder	4.7	8.4	2.3	8.5	No plan
Ridgetop	8.7	6.2	7.8	5.4	No plan
Widen	--	13.2	--	29.8	No plan
Wooldridge	--	10.9	--	22.1	No plan
Wooten	8.1	3.0	5.5	6.0	No plan
Andrews	4.1	1.7	3.5	4.6	No plan
Walnut Creek	3.7	3.2	-0.1	6.3	Off plan

All 10 Supplementary Campuses and Andrews and Walnut Creek made the required NCE gains in both areas. No campus will be on a Chapter 1 Improvement Plan for 1992-93.

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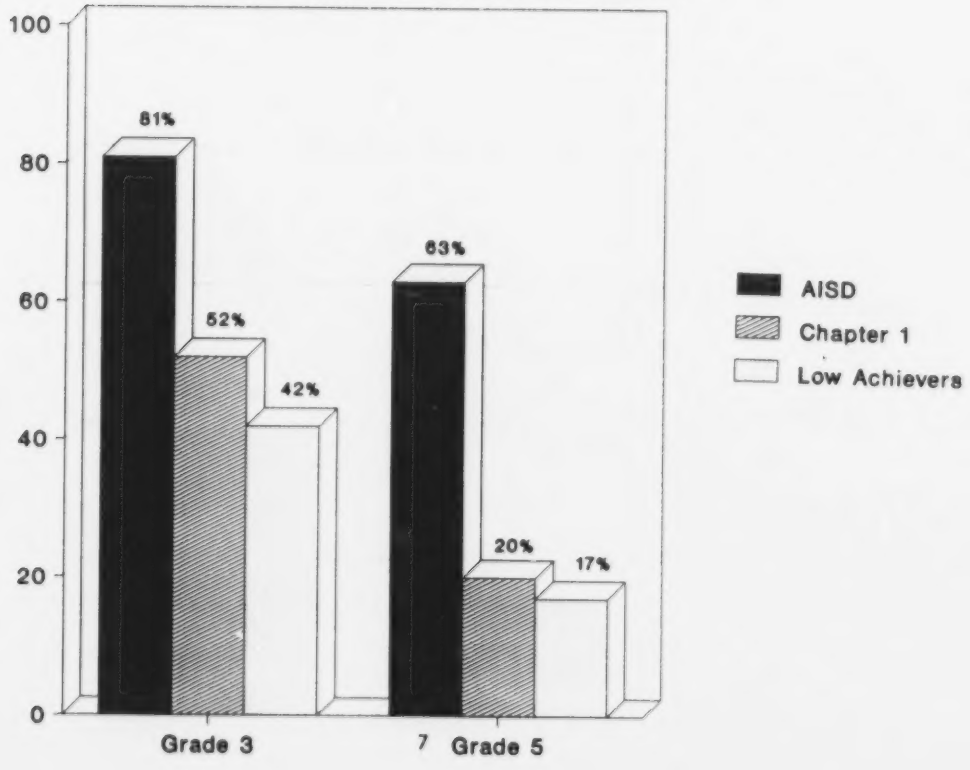
HOW DID GRADES 3 AND 5 CHAPTER 1 SUPPLEMENTARY SERVED STUDENTS PERFORM ON THE TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) GIVEN IN OCTOBER 1991?

The majority (52%) of Chapter 1 served students in grade 3 mastered the TAAS Reading Test in October 1991. Of those grade 5 students served by the Chapter 1 Supplementary Program, 20% mastered the TAAS Reading Test. Figure 7 illustrates the numbers, as well as data for AISD as a whole, and for all AISD low achievers (based on 1991 ITBS Reading Comprehension scores at or below the 30th percentile), less those served by Chapter 1.

The key points include:

- At grades 3 and 5 a slightly higher number (3, 10% and 5, 3%) of Chapter 1 served students mastered the TAAS when compared to unserved low achievers.
- The percentage of Chapter 1 and AISD low achievers passing the grade 5 test was low -- 20% and 17%, respectively.
- Mastery levels of both groups of low achievers were well below the District average, especially at grade 5.
- In comparing these figures with 1990 TAAS mastery levels, the figures and relationships among the groups were very similar at both grade levels.

FIGURE 7
TAAS READING MASTERY COMPARISONS FOR AISD, LOW ACHIEVERS, AND CHAPTER 1



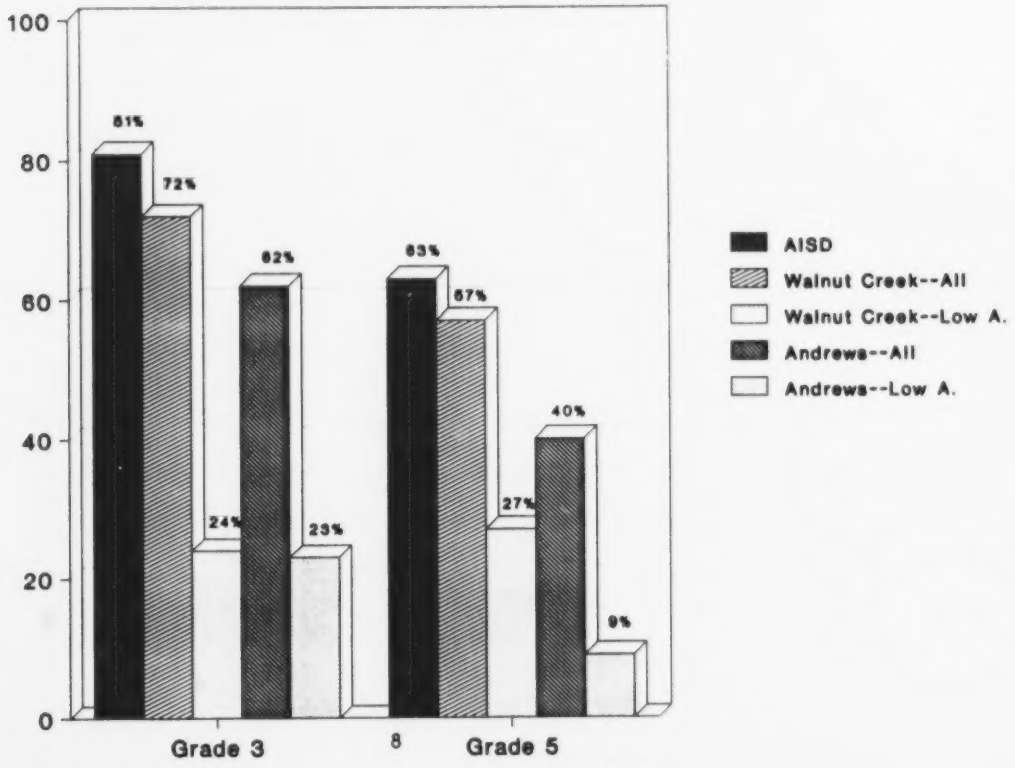
HOW DID ANDREWS AND WALNUT CREEK STUDENTS PERFORM ON THE 1991 TAAS?

Figure 8 illustrates the results of the 1991 TAAS. For each school mastery percentages are given for all students and low achievers (those with ITBS Reading Comprehension scores at or below the 30th percentile). AISD figures are included for reference.

The key findings include:

- AISD percent mastery levels are higher at grades 3 and 5 than all other groups.
- Walnut Creek percent mastery levels were higher for all students and for low achievers than were mastery levels for Andrews students and Andrews low achievers.
- In both schools the percentages of low achievers mastering the Reading TAAS was considerably lower than the figures for all students at their respective schools.
- In comparing these data in Figure 8, with those in Figure 7, there are several conclusions that can be made. At grade 3, the Chapter 1 supplementary low achievers and AISD low achievers scored considerably higher than did the low achievers at both Andrews and Walnut Creek. At grade 5, all groups of low achievers showed low levels of mastery with Andrews being the lowest with 9%.

FIGURE 8
GRADE 3 AND 5 TAAS READING MASTERY COMPARISONS FOR AISD, ANDREWS, AND WALNUT CREEK



CHAPTER 1 MIGRANT ACHIEVEMENT GAINS

WHAT ACHIEVEMENT GAINS WERE MADE BY MIGRANT STUDENTS WHO WERE SERVED BY A CHAPTER 1 MIGRANT TEACHER OR TUTOR?

Figure 9 presents the average GE gain of those migrant students (with both pre- and posttest scores) who were served by a Chapter 1 Migrant teacher or tutor. Grade 2 scores are ITBS Reading Comprehension scores and Grade 3 - 11 scores are NAPT Reading scores. The number of students served who have both a pre- and posttest score is small. Where the number at any grade level was 2 or less, gains are not reported in Figure 9.

FIGURE 9
MEAN GRADE EQUIVALENT GAINS OF SERVED MIGRANT STUDENTS, 1985-86 THROUGH 1991-92

Grade	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	Met or Exceeded 1990-91 Level
2	0.6	N/A	1.2	too few students	0.3 (N=4)	too few students	too few students	--
3	1.0	0.8	1.0	too few students	0.6 (N=5)	too few students	too few students	--
4	0.8	1.0	-0.6	too few students	0.7 (N=8)	too few students	too few students	--
5	0.8	0.7	1.0	too few students	too few students	too few students	No students	--
6	0.8	0.8	1.1	0.6 (N=9)	too few students	too few students	1.6 (N=3)	--
7	1.1	1.1	-0.7	0.8 (N=17)	1.4 (N=8)	No students	-0.1 (N=3)	--
8	1.1	1.0	-0.8	2.2 (N=6)	1.5 (N=6)	1.5 (N=7)	No Students	--
9	1.0	0.9	1.3	1.4 (N=23)	0.6 (N=17)	1.2 (N=17)	-0.1 (N=8)	No
10	1.0	0.6	1.4	0.2 (N=12)	0.2 (N=11)	0.6 (N=9)	3.4 (N=3)	Yes
11	-1.5	1.6	0.8	1.2 (N=6)	0.3 (N=7)	1.2 (N=9)	Too few students	--
12	-0.5	N/A	-1.2	0.7 (N=12)	-0.02 (N=5)	-0.09 (N=4)	No students	--

Of the four grade levels with enough students to report, grades 6 and 10 showed good gains while grades 7 and 9 showed losses.

Instructional Program Service

CHAPTER 1 SERVICE

Key demographics of students served by Chapter 1 in 1991-92 are summarized in the figure below.

FIGURE 10
ETHNICITY OF CHAPTER 1 STUDENTS 1991-92

	AMERICAN INDIAN	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE	TOTAL
SUPPLEMENTARY READING INSTRUCTION	2 .1	11 .8	344 23.2	956 64.5	169 11.4	1,482 100%
CHAPTER 1 SCHOOLWIDE PROJECTS	11 .2	11 .2	1,875 29.6	4,187 66.2	244 3.8	6,328 100%
FULL-DAY PREKINDERGARTEN	1 .06	17 1.04	527 32.1	986 60.0	112 6.8	1,643 100%
ANDREWS AND WALNUT CREEK	0 0	14 3.3	166 38.8	196 45.8	52 12.1	428 100%
TOTALS	14 .2	53 .5	2,912 29.5	6,325 64.0	577 5.8	9,881 100%

The following were characteristics of students served by the Chapter 1 Supplementary Reading Instruction Component:

- Chapter 1 teachers served 85% of the eligible students.
- Seventy percent of the limited-English-proficient (LEP) students who were eligible for Chapter 1 were served by a Chapter 1 teacher.
- Eighty-nine percent of the served students were eligible for free or reduced-priced meals, not a prerequisite for Chapter 1 service.

Demographics of the students served at the Chapter 1 Schoolwide Project Schools revealed the following:

- Twenty-seven percent of the students were LEP.
- Eighty-nine percent of the students were eligible for free or reduced-priced meals.

The full-day pre-K vital statistics included the following:

- Full-day pre-K children accounted for 17% of the Chapter 1 population.
- Ninety-seven percent were eligible for free or reduced-priced meals.

HOW MANY STUDENTS WERE SERVED ACROSS ALL CHAPTER 1 COMPONENTS?

Chapter 1 served 10,957 students across all instructional components in 1991-92. This is an increase from the 1990-91 total of 10,846. Five of the six components in 1991-92 experienced an increase in the number of students served. Chapter 1 continued to fund 16 SWPs (14 Priority Schools), carried half the cost of full-day prekindergarten at 25 schools, and served kindergarteners at the 16 Chapter 1 SWPs. Figure 11 shows the number of students served by each component for the last four years.

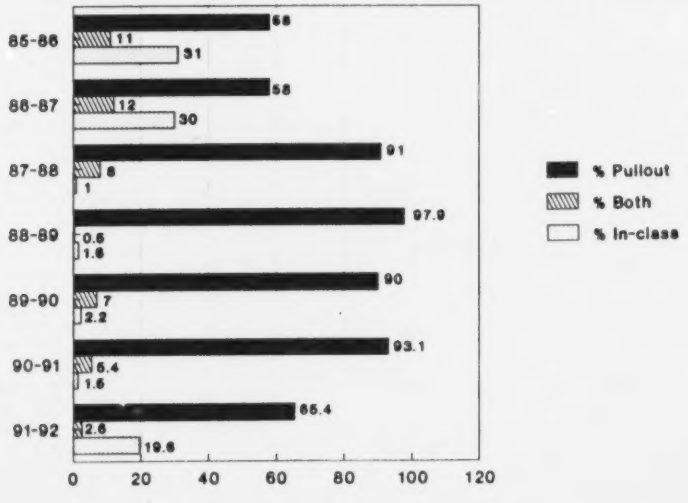
FIGURE 11
CHAPTER 1 STUDENTS SERVED BY EACH COMPONENT

	1988-89	1989-90	1990-91	1991-92
SUPPLEMENTARY READING	1,436	1,436	1,028	1,482
FULL-DAY PRE-K	1,302	1,172	1,383	1,643
SCHOOLWIDE PROJECTS	5,593	5,240	6,273	6,328
N OR D INSTITUTIONS	703	1,136	869	1,054
NONPUBLIC SCHOOL	11	11	20	22
ANDREWS AND WALNUT CREEK	0	0	1,273	428
TOTALS	9,045	8,979	10,846	10,957

HOW WERE STUDENTS RECEIVING SUPPLEMENTARY READING INSTRUCTION SERVED?

Figure 12 illustrates how Chapter 1 Supplementary students in grades 1-6 were served. In 1991-92, pullout was the most common form of service delivery (969 students); 291 were served in class; 39 were served in a combination of both locations; and 183 of Galindo's students were served through computer software use. The general trend in the last seven years has been to increase pullout from 58% in 85-86 to 97.9% in 88-89 and then decrease to 65.4% in 1991-92. Most Chapter 1 teachers have chosen this type of service and favorable achievement gains appear to support their decision.

FIGURE 12
SERVICE LOCATIONS FOR CHAPTER 1 STUDENTS SERVED BY THE SUPPLEMENTARY READING INSTRUCTION COMPONENT 1985-86 THROUGH 1991-92



HOW WERE THE SCHOOLWIDE PROJECTS AT ANDREWS AND WALNUT CREEK IMPLEMENTED?

At Andrews there was a Content Mastery Lab set up for grades 3, 4, and 5, with Chapter 1 paying for the two teacher assistants who operated the program. There were also three experienced Chapter 1 reading teachers who went into the regular classrooms to work with low achievers. They team taught with the regular teachers.

At Walnut Creek the main component funded by Chapter 1 was the Eagle Academy. This was a two-day-a-week extended day program in reading and mathematics for the low achievers. Teachers worked with their own students. Chapter 1 funded the extra teacher time and transportation costs. Also funded were 12 hours of teacher staff development on Whole Language. Finally an experienced Chapter 1 reading teacher provided extensive tutoring in reading for low achieving grade 1 students.

WHAT WERE THE STRENGTHS AND THE AREAS IN NEED OF IMPROVEMENT IN THE IMPLEMENTATION OF THE CHAPTER 1 SCHOOLWIDE PROJECTS AT ANDREWS AND WALNUT CREEK?

The principals of Andrews and Walnut Creek and the Chapter 1 Administrator were interviewed in the spring to identify strengths and areas in need of improvement in the implementation of these schoolwide projects.

The reported strengths included:

- Improved parent involvement. (Walnut Creek)
- Extended day program for low achievers. (Walnut Creek)
- Concentrated tutoring for grade 1 students. (Walnut Creek)
- Extended staff development for teachers. (Walnut Creek)
- Freedom to choose what campus thinks is important. (Walnut Creek)
- Coordinated the Chapter 1 Program more closely with the Campus Improvement Plan. (Walnut Creek)
- Use of technology for all students. (Andrews)
- Content Mastery. (Andrews)
- Ownership of the students' learning by the regular and Chapter 1 teachers together. (Andrews)
- Good teacher(s). (Andrews and Walnut Creek)
- Improved discipline, attendance, and self-esteem. (Andrews)

The areas in need of improvement reported were:

- A few personality conflicts existed at the beginning of the year, but these were resolved as the year progressed. (Andrews)

COMPUTER-ASSISTED INSTRUCTION LABORATORIES

DESCRIPTION

Computer-assisted instruction is designed to help students at all levels of achievement. Students are allowed to set their own pace, rather than move at the rate of the class. Low-achieving students benefit with additional instruction in areas they have not mastered, while grade level and above grade level students are challenged beyond what the classroom teacher might have time to teach. Students also gain experience in learning new technology and becoming computer literate.

WHICH ELEMENTARY CAMPUSES HAD COMPUTER-ASSISTED INSTRUCTION (CAI) LABORATORIES?

Computer laboratories were funded in 13 elementaries with Chapter 1 and Chapter 2 federal grant money. Chapter 1 funded 10 of the schools and Chapter 2 funded the remaining three schools. Chapter 1 allocated $304,710 to fund seven existing laboratories and to install three new elementary computer laboratories for the 1991-92 school year. The schools operating Chapter 1 computer laboratories were: Andrews, Becker, Harris, Norman, Oak Springs, Sims, and Zavala.

Three additional schools that had Chapter 1 laboratories under construction at this writing are: Dawson, Houston, and Widen.

Chapter 1 funds were used for the purchase of computers, computer hardware, software, printers, printer paper, consumables, and maintenance of the computers and printers. Additionally, wages were paid to 11 teacher assistants who operate the laboratories. All schools had one teacher assistant with the exception of Andrews which operated both an English and Spanish lab. The Andrews lab was divided into two rooms with one teacher assistant delivering the English Writing to Read lab and the second teacher assistant delivering the Spanish Vamos A Leer Escribiendo (VALE) lab.

Five of the ten computer laboratories have been in operation for a period of five years or longer. Four laboratories were scheduled to open during the 1991-92 school year; Harris computer lab opened in December 1991 with the three other laboratories scheduled to open in May 1992.

Chapter 2 allocated $49,494 to fund three computer labs at Blanton, Blackshear, and Read. The allocation funded a teacher assistant at each of the three campuses.

WHO OPERATED THE LAB?

Teacher assistants, also known as lab aides or lab teachers, were employed by the District to operate and maintain the computer laboratories . During a spring interview conducted by a Chapter 1 or Chapter 2 evaluation associate, teacher assistants were asked to list major duties and responsibilities. The following list contains the responsibilities most frequently reported by the Chapter 1 and Chapter 2 teacher assistants. They were responsible for:

- Care and maintenance of the computer system (reported by 10 of 10 responding schools);*
- Development of games and other learning aids or learning activities (reported by 5 of 10);
- Having printers, printer paper, cassettes, and books ready to use in the printing and listening stations (reported by 5 of 10); and
- Ability to acquire knowledge and skill to correct minor problems with computer systems (reported by 4 of 10).

Mentioned three or more times were the responsibility to:

- Develop good working relationship and communication with classroom teachers and students;
- Act as resource person for classroom teachers;
- Have students' work organized in folders;
- Keep a schedule of work stations so students circulate through all stations; and
- Display student work attractively on bulletin boards.

* Chapter 1 schools currently under construction were not asked this question.

Chapter 1 teacher assistants were asked whether they had received computer training or other schooling that they viewed as valuable. Of the 11 teacher assistants asked about training:

- Nine reported training by AISD personnel, (includes other teachers conducting training workshops and District training by Kathryn Stone);
- Four reported to be self-taught on home computers;

- Two attended an IBM workshop;
- One is ESL certified and a former Chapter 1 reading teacher;
- One has four years of computer experience in a previous job; and
- Two are continuing their education at the college level.*

* Numbers reflect duplicated counts.

HOW WAS THE CURRICULUM SELECTED?

Writing to Read (WTR), an IBM software designed to introduce phonemes and encourage creative storywriting, was used in six of the computer-assisted instruction laboratories. (The six schools were: Andrews, Blackshear, Harris, Norman, Oak Springs, and Sims). The curriculum for WTR students is preselected. Developed by Dr. John Henry Martin, the WTR format first introduces letters of the alphabet, next guides students around the keyboard to find the letters, and then charts visits through the five learning stations. Lastly, WTR completes the final step, printing the work. Though all students begin at the same level, they are encouraged to progress at their own pace.

Becker and Zavala schools utilized the Prescription Learning software, a program designed to drill students in mathematics. Classroom teachers and the laboratory teachers worked together to determine the level of mathematic mastery of each student and then select appropriate drills. Low achievers were targeted with drills aimed at helping them obtain mastery. Students who are on-grade-level or above enhanced their skill level with more challenging work.

The Bridge computer laboratory at Read focused on mathematics, but also included practice in social studies and science. Students drilled weekly in mathematics and alternate weekly between social studies and science. The lab was established to assist fifth and sixth graders who are one or more years below grade level in mathematics. The goal was to accelerate the rate of learning for these students through guided practice.

The Wicat computer laboratory at Blanton provided supplemental instruction in reading, language arts, writing, and mathematics. Software covered a full range of skills in each area. Teachers received training from the Wicat company related to coordinating classroom and laboratory instruction. Teachers consulted with the teacher assistant to select curriculum lessons that would produce the best learning opportunities for the students. Some students worked on the same lesson while some lessons are completely individualized. Lessons can be remedial, practice, or for enrichment.

HOW WERE STUDENTS SCHEDULED FOR LABS?

A total of 1,734 students were served by schools operating Chapter 1 and Chapter 2 computer laboratories. This figure was obtained from the reports of teacher assistants during the spring interview. Students were scheduled for lab work according to grade level. The chart below illustrates the lab type, grades served, number of students served, and the amount of time served.

CAMPUS	LAB TYPE	GRADES SERVED	STUDENTS SERVED	TIME SERVED
Andrews	WTR & VALE	K	138	55 minutes daily in fall and every other day in spring
		1	121	55 minutes every other day in fall and daily in spring
Becker	Prescription Learning	EC-1	147	30 minutes once a week
		2 & 4	109	40 minutes twice a week
		3 & 5	115	45 minutes twice a week
Blackshear	WTR	K	62	60 minutes daily
		1	55	45 minutes every other day
Blanton	Wicat	K		20 minutes twice a week (spring only)
		1		20 minutes daily
		2 - 5	334 total	30 minutes daily
		2 - 5 AIM high		30 minutes additional daily time
		6 AIM high		30 minutes daily
Harris	WTR	K	100	40-45 minutes every other day
		1	100	40-45 minutes every other day
Norman	WTR	K	31	50-55 minutes daily for one semester
		1	45	60 minutes daily for one semester
Oak Springs	WTR	K	64	45 minutes once a week
		1	66	45 minutes daily
Read	Bridge	5	66 total	45 minutes twice a week
		6		45 minutes once a week
Sims	WTR	K	30	45 minutes daily
		1	45	45 minutes daily
Zavala	Prescription Learning	2	53	45 minutes daily
		3	53	45 minutes every other day

Labs at Dawson, Houston, and Widen were not open at this writing.

WHAT OTHER SPECIAL PROGRAMS/LABS OPERATED IN CHAPTER 1 SCHOOLS?

Special programs operated in six of the Chapter 1 schools. At Andrews school a Spanish version of the Writing to Read program was offered in a separate lab room. Students who were Hispanic LEP benefited from this program designed for their special needs.

Becker school served special education students in a Prescription Learning class designed to teach keyboarding and word processing skills. The class helped students type the letters that they had difficulty writing on paper. Special education students learned to type papers that were easier to read and grade.

Additional computer lab time was provided for six resource students at Harris school. These six students visited the lab three times a week for 30 minutes. Student Success Team, a new program identifying at-risk first graders, gave this group of students 40 additional minutes of lab instruction after school once a week.

Oak Springs school introduced a "museum" of student work done at the Oak Springs and Rice campuses. Students of both schools were invited to show their best art, literature, science, or computer projects. Once a work was selected, it was displayed on shelves and tables arranged attractively for classes, parents, and others to view.

Sims school featured a "Student of the Week" as a behavior incentive in each computer class. The chosen student had the honor of wearing a white lab coat and was the teacher's helper for the week. The Sims computer lab also held an Open House for parents to visit while students were at work. The Open House concept was successful at sharing how the students are becoming computer literate.

Zavala school offered a before school as well as an after school computer lab . A mixture of all grade levels was welcome in the lab for additional lab work. For students not in grades 2 or 3, the additional hours of lab time gave all students an opportunity to work on the computer and enhance their academic skills.

WHAT WERE TEACHER'S COMMENTS AS TO THE EFFECTIVENESS OF CAI LABS?

When teacher assistants were asked about the effectiveness of the computer laboratories, most reported a positive change in students' self-esteem. As one teacher reported, many students were willing to "try things they wouldn't attempt with pencil and paper". The computer was viewed as a motivator, and as a result of motivation students felt accomplished in their work.

Another teacher assistant pointed to peer learning/tutoring as a result of following the WTR format, which encourages the pairing of students. As peer tutoring has shown, students learn effectively from each other. One learns and then shares what was learned with others.

CHAPTER 1 MIGRANT SERVICE

HOW MANY SUDENTS WERE SERVED BY THE MIGRANT PROGRAM AT GRADES K-12?

A total of 128 migrant students in grades K-12 were served by the Chapter 1 Migrant Supplementary Reading Instruction Component this year. Migrant teachers and tutors were assigned to 11 schools and served 32% of the eligible migrant students who attended those schools. In addition, 84 migrant students attended one or more of the 16 Priority Schools.

The tutoring program which was implemented two years ago in schools that had large concentrations of migrant students increased the number of eligible migrant students served. Eight tutors were employed for the 1991-92 school year, and they provided 1,505 hours of service to an additional 77 or 19% of the migrant students eligible for service. Migrant teachers who were assigned to 5 schools served 51 or 13% of the eligible students.

Figure 13 illustrates the decline in the number of migrant students enrolled in AISD over the last five school years and the number and percentage of eligible students receiving Chapter 1 Migrant Supplementary Reading service. The 1989-90 figures reflect the number served by both teachers and tutors. Prior years reflect service by teachers.

FIGURE 13
READING INSTRUCTION COMPONENT NUMBER AND PERCENTAGE OF MIGRANT STUDENTS SERVED AND NOT SERVED, 1987-88 THROUGH 1991-92

	1987-88		1988-89		1989-90		1990-91		1991-92	
	#	%	#	%	#	%	#	%	#	%
Served	186	28	138	24	170	36	175	52	128	32
Not Served	478	72	441	76	305	64	161	48	278	68
Total Eligible	664	100	579	100	475	100	336	100	406	100

Of the 128 migrant students who were served:

- 55% were male and 45% were female,
- 99% were Hispanic,
- 13% attended elementary schools,
- 27% attended middle schools, and
- 60% attended senior high schools.
- 32% were served in a pullout setting,
- 7% were served in a combination of pullout and special migrant class, and
- 61% were served by other methods.

In addition, 40 or 22% of the 186 secondary migrant students attended Migrant Summer School 91, a program recently developed and sponsored by a local university, with Chapter 1 Migrant-paid tuitions. Another nine or .05% attended or took summer school courses through correspondence or scholarships with funding from other resources.

Other Program Components

WHAT DID THE PARENTAL INVOLVEMENT COMPONENTS DO IN 1991-92?

A school district receiving Chapter 1 and Chapter 1 Migrant funds is required to inform parents about the programs and get their input on any proposed changes. Chapter 1 and Chapter 1 Migrant parents indicated, as in the past, that Parent Advisory Council (PAC) meetings were their preferred mode of participation.

The documentation of the PAC meetings revealed the following:

FIGURE 14

Activities	Chapter 1 Regular				Chapter 1 Migrant			
	Number of meetings		Attendance*		Number of meetings		Attendance*	
	90-91	91-92	90-91	91-92	90-91	91-92	90-91	91-92
Districtwide	7	4	89	71	7	3	58	15
Orientation	6	8	137	191	0	0	0	0
Planning Sessions	1	1	26	4	1	3	9	8
Workshops	5	4	93	83	2	3	28	16
TOTALS	**19**	**17**	**345**	**349**	**10**	**9**	**95**	**39**

*Attendance = Duplicated Counts

OTHER PARENTAL INVOLVEMENT ACTIVITIES

Sixty-seven presentations, sessions, and workshops exclusive of Chapter 1/Chapter 1 Migrant PAC meetings were presented by the Parental Involvement Specialist and staff. These presentations, sessions, and workshops served the following purposes:

- There were 27 Chapter 1/Migrant Presentations to describe the Chapter 1/Migrant Program to Supplementary school audiences.
- The 8 Make/Take Workshops offered general home tutoring aids.
- 24 MegaSkills Workshops were given by the Chapter 1 Migrant Parental Involvement Representative (PIR).
- A total of 8 Leader/Trainer MegaSkills Workshops were given by Chapter 1 PIRs who received certification last year.

- The Chapter 1 Migrant PAC provided five monetary achievement awards to five graduating migrant seniors.

- The Chapter 1 Regular PAC provided two monetary achievement awards to two graduating Chapter 1 seniors.

Approximately 500 parents, community members, and children attended the Celebration of Children's Achievement program. Students and others were honored as follows:

- Recognition of the achievement of two students from each Chapter 1 school who exited the program;

- Two students from each Chapter 1 school who have shown the greatest academic improvement; and

- Scholarship recipients, parents, community members, and others who have made contributions during the year.

WERE THE MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS) GUIDELINES FOLLOWED BY AISD?

Yes. The Migrant Clerk:

- Kept the eligibility forms, educational records, log books, etc. in an audible file which met all the Texas Education Agency's standards;

- Handled all medical update requirements;

- Paid for minor emergencies, dental, auditory, and vision service for 39 migrant students out of Migrant funds, and acquired similar services for an additional 21 migrant students through non-Migrant funds;

- Transmitted data to TEA for inclusion in the Public Education Information Management System (PEIMs);

- Monitored migrant students' academic records, pre-enrolled students in summer school; and

- Worked with other Chapter 1 Migrant staff to enroll at-risk students or recaptured dropouts in alternative schools, and provided support services to migrant students and parents, including dropout prevention and recovery activities aimed at the whole family.

WHAT DID THE EVALUATION OF THE INSTITUTIONS FOR NEGLECTED OR DELINQUENT (N OR D) YOUTH INDICATE?

Seven institutions received Chapter 1 funds to serve 1,054 children who resided in AISD's attendance areas. These grants were used to pay tutors at four of the N or Ds. The establishments also used their allotments to purchase computers, books, instructional materials, cassette tapes, and workbooks. The number of students served at individual sites ranged from 6 to 615, and length of service ranged from one day to the entire school year.

The seven N or Ds can be categorized as:

- A Texas Youth Commission halfway house;
- A county juvenile detention center;
- A home for wards of the state;
- A foster group care home; and
- Three residential treatment facilities.

Placements were made because of delinquency, abuse, neglect, and/or emotional and behavioral deficits. Three sites sent all students to AISD schools; one had a self-contained class but sent some students to AISD schools; and three sent some students to AISD and surrounding schools. The ages of the residents ranged from 8 to 19, and four of the facilities were coeducational.

Because Chapter 1 is a supplementary education program, the focus of service was on improving students' academic skills and reducing the risk of school failure and early withdrawal. The diverse needs of the clientele led the staffs at the N or Ds to approach educational improvement with varying emphases. One focused on preparing the youth to become more productive and employable members of society; another concentrated on improving self-esteem; and three strove to instill acceptable behaviors.

The N or Ds did not report problems connected with the Chapter 1 Program. All seven institutions accomplished the goals they set for themselves for the 1991-92 school year.

HOW DID THE NONPUBLIC SCHOOL PARTICIPATE IN THE CHAPTER 1 PROGRAM?

St. Mary's Cathedral School was the only nonpublic school who participated in the Chapter 1 Program. Twenty-two students, grades one through four, were served. Chapter 1 funded a Prescription Learning Computer-Assisted instruction lab for the eligible Chapter 1 students enrolled at St. Mary's. Chapter 1 provided a half-time Computer Lab Technician to provide technical assistance.

Costs

WHAT DID THE CHAPTER 1 PROGRAM COST?

AISD'S 1991-92 Chapter 1 Program budget allocation was $5, 611, 048. Figure 15 displays the percentage of the budget assigned to each component.

FIGURE 15
1991-92 CHAPTER 1BUDGET ALLOCATIONS

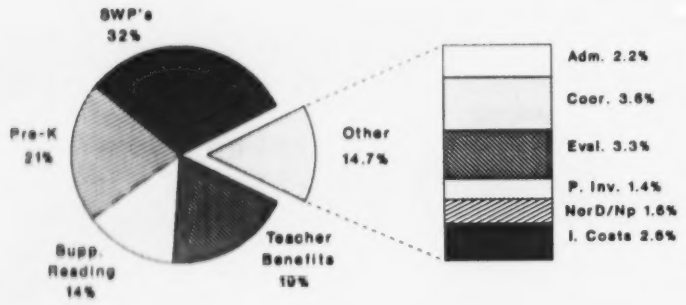


Figure 16 summarizes the Chapter 1 cost per student and per contact hour (where applicable) for the separate components. The Coordination Component includes instructional coordinators and a project specialist. The ECIA Chapter 1 and Chapter 1 Migrant Final Technical Report (ORE Publication Letter 91.Z) details the cost analyses and documents all calculations.

FIGURE 16
CHAPTER 1 PROGRAM COMPONENTS WITH ALLOCATIONS

Component	Budget Allocation	Students Served	Cost per Student	Number of Contact Hours	Cost per Contact Hour
Schoolwide * Projects	$1,787,173	2,533	$ 706	2,963,610	$ .60
Full-Day Prekindergarten	1,181,636	1,643	719	961,155	1.23
Supplementary Reading Instruction	785,538	1,482	530	133,380	5.89
Coordination	203,829	8,886	23	N/A	N/A
Evaluation	183,421	11,245	16	N/A	N/A
Parental Involvement	77,370	676	114	N/A	N/A
Administration	125,310	10,529	12	N/A	N/A
N or D Institutions	75,498	1,054	72	N/A	N/A
Nonpublic School	16,377	22	744	N/A	N/A
Indirect Cost	132,446	N/A	N/A	N/A	N/A
Teacher ** Benefits	1,042,450	N/A	N/A	N/A	N/A

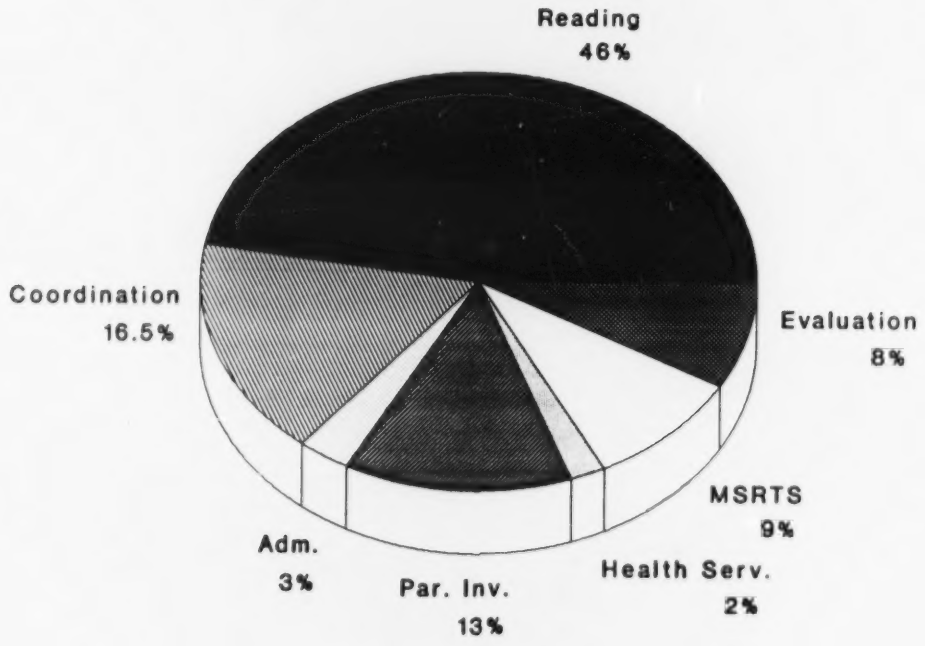
* This component includes Andrews and Walnut Creek.
** This component includes benefits, stipends, and career ladder.

For comparing supplementary program costs, it is useful to compute full-time equivalent (FTE) allocations. An FTE is defined as the annual cost of providing full-time service. To determine the FTE expense for each instructional component, multiply the cost per contact hour by the number of hours in a school day (six), then multiply that product by the number of days in a school year (180). There was a $6,361 cost per FTE in the Supplementary Reading Instruction Component. This is over and above District's per pupil expenditures.

WHAT DID THE CHAPTER 1 MIGRANT PROGRAM COST?

The Chapter 1 Migrant Program allotted $310,077 to AISD in 1991-92. Figure 17 shows the proportion of the budget as it was divided among components.

FIGURE 17
1991-92 CHAPTER 1 MIGRANT BUDGET ALLOCATIONS



The FTE rate for the Supplementary Reading Instruction Component was $13,500. This is lower than the 1990-91 cost of $20,381 per FTE.

FIGURE 18
1991-92 CHAPTER 1 MIGRANT PROGRAM COMPONENTS, RANKED IN ORDER OF BUDGET ALLOCATION

Component	Budget Allocation	Students Served	Cost per Student	Number of Contact Hours	Cost per Contact Hour
Supplementary Instruction	$144,002	128	$1,125	11,520	$ 12.50
Instructional Coordination	51,031	406	126	N/A	N/A
Health Services	6,236	406	15	N/A	N/A
Parental Involvement	39,030	406	96	N/A	N/A
Evaluation	26,131	406	64	N/A	N/A
MSRTS	29,094	406	72	N/A	N/A
Administration	8,980	406	22	N/A	N/A
Indirect Cost	5,573	N/A	N/A	N/A	N/A

Please note the following explanations regarding the Chapter 1 and Chapter 1 Migrant costs:

- All costs are based on allocations, not actual expenditures.
- Students participating in the Supplementary Reading Instruction Component were served for approximately one half hour per day.
- For cost comparison purposes only, the number of students served at the SWPs represents only the number of low achievers. Although all students at a SWP are considered served by Chapter 1, the supplementary funds are apportioned according to the number of students with achievement test scores which make them eligible for the program.

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ATTACHMENT 1

CHAPTER 1 TEACHER SURVEY

WHAT WERE CHAPTER 1 TEACHERS' CONCERNS ABOUT THE IMPLEMENTATION OF THE THE PROGRAM?

In the spring 1992 districtwide survey, 18 elementary Chapter 1 teachers received four items related to the implementation of the Chapter 1 and Chapter 1 Migrant instructional programs. The responses to these items are shown below. The overall response rate was 94%.

Most teachers indicated satisfaction with:

- The operation of the program at their campus;
- The staff development they received;
- The curriculum materials they used; and
- The amount of joint planning time shared with other classroom teachers in their schools.

CHAPTER 1 TEACHERS' RESPONSES TO SPRING 1992 SURVEY ITEMS

KEY: Agree = Agree, Strongly Agree; Neutral = Neutral; Disagree = Disagree, Strongly Disagree; N = Number

	N	% Agree	% Neutral	% Disagree
I am satisfied with the operation of the Chapter 1/Chapter 1 Migrant Program at my campus.	17	88	6	6
I am satisfied with the staff development I have received.	17	76	6	18
I am satisfied with the curriculum materials I am using.	17	94	0	6

KEY: A = More than once a week; B = Once a week; C = Every two weeks; D = Once a month; E = Irregularly, less than once a month

	N	% A	% B	% C	% D	% E
How often do you, the compensatory teacher, participate in joint planning meetings with the classroom teachers?	15	27	47	20	0	7

ATTACHMENT 2

CHAPTER 1 AND CHAPTER 1 MIGRANT INTERVIEWS

HOW SATISFIED WERE THE CHAPTER 1 AND CHAPTER 1 MIGRANT CENTRAL OFFICE STAFF WITH HOW THE PROGRAMS OPERATED?

The instructional coordinators, program administrator, and other central office staff were interviewed in spring 1992 about the programs' operation during the school year. The most frequently mentioned strengths are listed below.

- Pre-K classes are still perceived as having strong curricula and being uniform across campuses.
- The effective operations of Chapter 1 and Chapter 1 Migrant Supplementary Instruction Component are attributed to experienced teachers; better coordination and planning between Chapter 1/Chapter 1 Migrant teachers through staff development/meetings; and meetings with regular classroom teachers.
- The Migrant tutoring program begun in 1989-90 school year, continues to provide service to schools with large concentrations of migrant students through flexible scheduling of tutoring sessions. The tutors, who are college students, add to the effectiveness of this component.
- Another strength of the tutoring program is the flexibility in scheduling.
- The successful implementation of the Nonpublic School and the N or D Component was credited to flexibility of services provided, in the addition of an in-house tutor to work with students in transitory phases, more sophisticated hardware and software purchases, student eligibility for service not just dependent upon scoring at/below the 30th percentile, and experienced tutors and Computer Technician Clerk.
- Internal and external cooperation among Chapter 1 and Chapter 1 Migrant PACs with other school personnel and community were excellent this year.

Staff members interviewed indicated the following areas as needing improvement:

- Refocussing of regular school staff's perception of Chapter 1 teachers' professional status and job description is needed (1 or 25%);
- Delays in installation/setting up of lab or classroom equipment should be minimized (1 or 25%);
- An attitudinal shift among principals from acquiring more staff to providing staff development for those already hired is needed (1 or 25%);
- Chapter 1 Migrant's tutoring program which schedules tutoring sessions for the student at non-conflicting times of the day or evening would be more monitor-friendly, if the sessions could be scheduled to coincide with regular school hours;
- The number of migrant tutors per school needs increasing; and
- Continued purchase of "student appropriate" materials for both the N or D Institutions and the Nonpublic school is needed (1 or 25%).

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PARTICIPATING AISD SCHOOLS
CHAPTER 1 AND CHAPTER 1 MIGRANT PROGRAMS
1991-92

	Chapter 1 Reading	Schoolwide Project	Chapter 1 Migrant	Priority Schools	Full-Day Pre-K
Allan		X		X	X
Allison		X		X	X
Andrews		X			X
Becker		X		X	X
Blackshear		X		X	X
Brooke		X		X	X
Brown	X				X
Campbell		X		X	X
Dawson	X		X		X
Galindo	X				
Govalle		X		X	X
Harris	X				X
Houston	X				X
Linder	X		X		X
Metz		X	X	X	X
Norman				X	X
Oak Springs		X		X	X
Ortega		X		X	X
Pecan Springs		X		X	X
Ridgetop	X		X		X
Sanchez		X		X	X
Sims		X		X	X
St. Elmo					X
Walnut Creek		X			X
Widen	X				
Winn				X	X
Wooldridge	X				
Wooten	X				X
Zavala		X		X	X

Martin			X		
Murchison			X		
Porter			X		

Austin			X		
Bowie			X		
Johnston			X		
Travis			X		

DEFINITIONS

Chapter 1 Supplementary Reading Instruction - AISD's Chapter 1 Program provides supplementary reading instruction to low-achieving students (those who score at or below the 30th percentile in reading comprehension) in schools with high concentrations of students from low-income families.

Chapter 1 Schoolwide Projects (SWP's) - When a school has a concentration of 75% or more low-income students, the school may become a schoolwide project. In a SWP all students are considered served by Chapter 1. Schools can use their Chapter 1 funds and local funds to reduce the overall pupil teacher ratio or they can fund schoolwide computer labs, staff development, extended day programs, or other options of their choice.

Current Migrant - A currently migratory child is one (a) whose parent or guardian is a migratory agricultural worker or fisher and (b) who has moved the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Former Migrant - Students who remain in the District following their year of current eligibility are considered formerly migratory students (with the concurrence of their parents) for a period of five additional years. Currently and formerly migratory students are eligible for the same program services.

Full-Day Prekindergarten - Chapter 1 funds supplemented State funds to expand half-day pre-K to a full-day program for children at some Chapter 1 and all Priority Schools.

Low-Income Student - Any student receiving free or reduced-price meals or a sibling of such a student.

MSRTS - The Migrant Student Record Transfer System (MSRTS) is a national-level recordkeeping system designed to maintain files of eligibility forms, health data, instructional data, and achievement data on migrant students.

Needs Assessment - A document produced by ORE which describes the procedures used to calculate the percent of low-income students by school attendance areas for District schools. The results are used to determine which schools should receive a Chapter 1 Program.

Service Locations - 1) Pullout - Students are served outside the regular classroom. 2) In-class - Students are served in the regular classroom. 3) Both - Students receive a combination of pullout and in-class service. 4) Other - Any other ways students might be served, e.g. tutoring or special class.

Special Testing - All students in schools served by the Chapter 1 Reading Instruction Component are required to have a test score to determine Chapter 1 service eligibility. If students do not have a valid spring semester ITBS score they are special tested.

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